DOCUMENT RESUME

ED 027 574 CG 003 585

Development of Self-Concept of Public School Children. Report of Planning Grant 1966-67.
Orange County Public Schools, Orlando, Fla.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date Jun 68
Grant-OEG-2-7-002078-2089
Note-46p.
EDRS Price MF-$0.25 HC-$2.40
Descriptors-Community Role, *Elementary School Students, Information Dissemination, Inservice Programs, Measurement Techniques, *Pilot Projects, *Program Development, *Self Concept

Procedures developed during a pilot study of self concept in first grade students were applied to all first grade students in the project area. Programs developed for each of the following areas are described: (1) recognition and identification of characteristics of the self concept, (2) determination of how these characteristics are developed, (3) improvement of self concept in children of all ages, (4) evaluation criteria for measuring change in self concept, (5) measurement of effects of self concept change on academic achievement and social change, (6) in-service training for professional educators, (7) community involvement, (8) operational program formulation, and (9) dissemination of information related to the program. This study was funded under a Title III, Elementary and Secondary Education Act grant. (PS)

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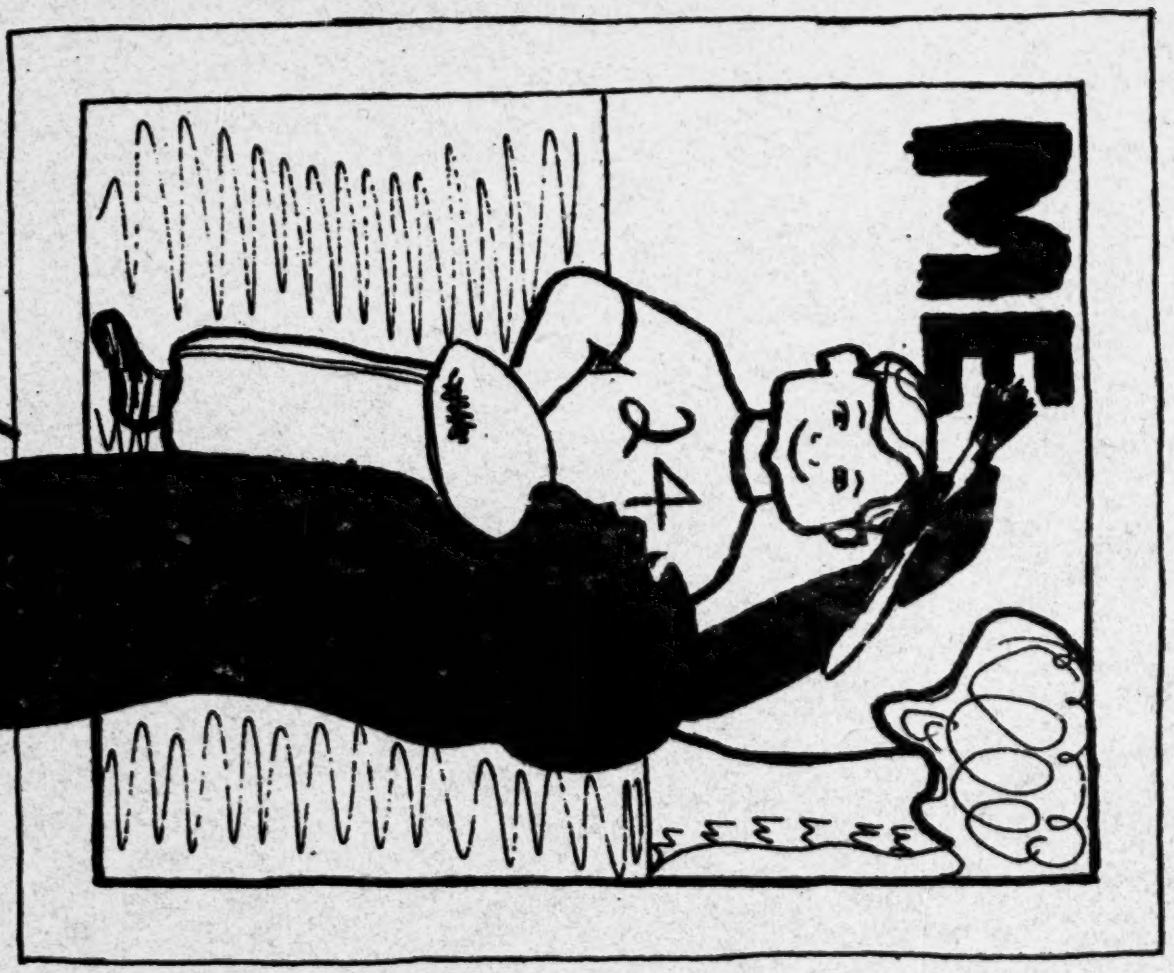

REPORT

of

PLANNING GRANT

1966-67

DEVELOPMENT OF SELF-CONCEPT OF PUBLIC SCHOOL CHILDREN

Royce B. Walden, Director
Department of Testing, Research, and Special Projects

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Associate Superintendent for Instruction

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ORANGE COUNTY PUBLIC SCHOOLS

James M. Higginbotham, Superintendent

June, 1968

INTRODUCTION

In 1966 the Orange County Board of Public Instruction of Orlando, Florida, received a Federal Planning Grant, under Title III ESEA, for the investigation of the enhancement of the self-concept of approximately 9,000 students attending the elementary and secondary schools in the Southwest quadrant of the city of Orlando. This program was deemed necessary by local school personnel who believed that a negative self-concept was one of the major deterrents to overall development of students.

The pilot study involving 25 first-grade students began in January of 1967 and continued through January of 1968, at which time a proposal was submitted to the United States Office of Education for an operational grant to extend the program to all first-grade students in the project area. This application contained the most promising procedures developed during the pilot study, and the Orange County Board of Public Instruction was ready to implement such a program.

This report is a brief summary of both the procedures and findings of the pilot study and provides the basis for the specific items in the operational grant application.

The work reported herein was performed pursuant to Grant Number OEG 2-7-002078-2089 from the U. S. Office of Education, Department of Health, Education, and Welfare.

FINAL REPORT

PROJECT #2078

DEVELOPMENT OF SELF-CONCEPT

I. Purpose of Planning Grant

The planning project for the development of self-concept was established for the following purposes:

A. To find ways of recognizing and identifying characteristics of the self-concept.

B. To determine how these characteristics are developed.

C. To develop a functional program to improve self-concept of children of all ages.

D. To find evaluative criteria for measuring significant changes in self-concept.

E. To measure the effect these changes have on academic achievement and social development.

F. To organize a meaningful in-service program for professional educators.

G. To bring the community into dedicated involvement in this project.

H. To develop an operational program from findings in this pilot study.

I. To plan for broad dissemination of all information related to this program throughout the country.

The program developed for each of these areas will be discussed separately.

II. Procedures and Findings

A. Methods for Recognition and Identification of Characteristics of Self-Concept.

1. Local school personnel in the project area were asked to list ten characteristics of a positive self-concept and ten characteristics of a negative self-concept. These were compiled into a Q-sort list, which was then administered to teachers, the results of which correlated .75 with those of Tyler's modification of Fielder's Q-sort, an instrument employed widely in psychological research.

2. A review of the literature, (including Ruth Wylie's The Self-Concept and Kvaraceus' The Negro Self-Concept), indicated rather broad consensus that poor self-perceptions lead to lowered performance, while favorable self perceptions are positively related to enhanced achievement. (See Bibliography)

Specifically, the following constructs emerged as both definable and measurable:

a. Ideal-Self--the kind of Self a person would like to be.

b. Real-Self--the kind of Self a person thinks he really is.

c. Self-Discrepancy--the difference between a person's ideal Self and his real Self.

d. Self-Report--the information about one's own Self that a person can and will relate in a given context.

e. Inferred Self-Concept--the estimate of another person's Self that one can and will relate in a given context

Researchers have developed the following types of instruments for measuring these constructs:

a. Adjective checklists--usually polar statements with Likert-type scales representing relative distances from the poles.

b. Q-sort--usually a list of statements ranging from favorable to unfavorable self perceptions and which are to be arranged in a normal distribution by the subject.

c. Projective Instrument--usually a series of rather vague pictures about which the subject relates stories. The theoretical basis is that the subject projects himself into the situation suggested by the picture.

SUMMARY:

The pilot study employed measures of inferred self-concept and the Parker Projective Test with the students. The teachers completed Tyler's Q-sort.

B. To Determine How These Characteristics Are Developed.

1. Local school personnel discussed the local conditions in

   a. private conferences with the project personnel

   b. group conferences with the project personnel

   c. group conferences with visiting experts.

2. Local parents and community leaders discussed the local conditions in

   a. private conferences in their homes

   b. group conferences at the school

   c. conferences led by a guest lecturer.

3. National experts presented their findings and theoretical positions to workshops conducted for school personnel in the pilot project. Among these were:

a. Dr. William Wattenberg--Assistant Superintendent, Wayne County, Michigan

b. Dr. Ira Gordon--Professor, University of Florida

c. Dr. Arthur W. Combs--Professor, University of Florida

d. Dr. Donald Hamacheck--Associate Professor, Michigan State Univ.

e. Dr. David Aspy--Associate Professor, University of Florida

4. Reading lists were compiled and disseminated to the school personnel in the project area. Particular emphasis was placed upon two articles from the National Education Association Journal:

a. "Develop a Positive Self-Concept" and

b. "Focus on Success Instead of Failure" by Bernard Holdane.

SUMMARY:

The general consensus from all the sources was that negative self perceptions develop most frequently in circumstances which fail to meet the (1) physical, (2) safety, and (3) emotional needs of the individual. Conversely, a positive self-concept is associated most frequently with situations which meet these same needs.

C. Development of a Functional Program to Improve Self-Concepts of Children of All Ages.

The general agreement between the views of the national experts and those of the Orange County school personnel indicated that the

procedures developed in similar projects would be applicable to this pilot study to a great degree. Therefore, the following programs were reviewed by the local personnel:

1. The Banneker Plan (St. Louis, Missouri)
2. Project Higher Horizons (New York, New York)
3. Project Mission (Baltimore, Maryland)
4. Project Assist (Detroit, Michigan)
5. Individually Prescribed Instruction (Pittsburgh, Pennsylvania)

These programs proved to be helpful, but since they had been directed primarily at populations different from that of our pilot study none of them provided a readily applicable model. Additionally, the unique focus of this pilot study emerged increasingly as a very important distinction among all the programs observed. This pilot study focused upon the reciprocal relationship of self-concept and school performance in that it held that improvement in one is accompanied by enhancement of the other. Thus, while most of the other programs had focused either on self-concept or school performance, this pilot study found that a comprehensive program is necessary if the positive results of one aspect of it are <u>not</u> to be negated by others.

A program was developed for each of the human components in the situation, namely (1) the students, (2) the teachers, and (3) the parents.

1. <u>Student Activities</u>

   a. Silhouette drawings of each child were colored by the children and posted in the classrooms.

b. Moving pictures (super 8) were taken of the children engaged in regular school activities. The children viewed these films in their classrooms.

c. Slide pictures of the children were taken during regular school activities, and the children viewed them in their classrooms.

d. Children were allowed to talk to one other child of their choice for ten minutes three times per week under the supervision of teacher and counselor. It was found that these conversations were most effective when the children had games which involved talking.

e. The children were placed in groups of five and talked with a counselor for 1/2 hour once a week.

f. The children were permitted to talk individually with the counselor for 10 minutes (longer, if necessary) each week.

g. Student teachers and student volunteers from Bethune Cookman College, Rollins College, and University of Florida (education majors) provided some tutoring services for the students.

h. Special programs by the Kennedy Space Center and local museums were provided for all the students.

i. Star games for playground activities provided each student an opportunity to occupy the center of attention each day during physical education. This activity was discontinued because its operation was unclear.

2. Teachers--the program for teachers will be explained in detail under Topic F in this report.

3. Parent Activities

a. The counselor visited each child's home and explained the program to the parents (charts were developed for this procedure).

b. The counselor, teachers and principal met bi-weekly with the parents in discussion groups which employed the procedure developed by Daniel Prescott at the Maryland Child Study Center.

c. At PTA meetings, pictures and slides of the children were shown, and teachers discussed the program with the parents.

d. Parents arranged for the students to visit places where the parents work, e.g., post office, citrus processing plants.

e. Parents accompanied children on trips to community facilities, e.g., city library, local newspaper.

The majority of the children involved in the pilot study were first-grade children, but preliminary investigations at the fourth, seventh, and tenth grades indicated that the general guidelines of the program were applicable at most grade levels with appropriate modifications. The causes of the children's Self-Concept problems seemed about the same at all levels, but it was abundantly clear that causing positive change becomes increasingly difficult with age. The first grade is an excellent starting point for such a program, and procedures beginning at even earlier ages should be investigated.

SUMMARY:

After a review of programs now in existence, it was felt the Orange County

project had special emphases worthy of further study. A program of activities was developed designed to include all human components in the educational environment, namely students, parents, and teachers.

D. Evaluative Criteria for Measuring Significant Changes in Self-Concept.

1. Self Reports--research indicates that self reports are not as predictive of behavior as inferred self concepts. Also, the task of completing the adjective checklists is too difficult for most first-graders. Therefore, no self reports were employed in the study.

2. Inferred Self-Concepts--research indicates that ISC are relatively valid predictors of behavior, so this approach was employed using data obtained from (1) teachers and (2) unbiased, skilled observers. The latter group observed in teams of three and attained inter-rater reliabilities in excess of .75. Both types of observers were utilized because it was felt that teachers might be biased by their interactions with the students. All of the unbiased skilled observers were both experienced classroom teachers and advanced graduate students in the College of Education at the University of Florida.

The high correlations between the assessments of the teachers and those of the means of the unbaised skilled observers indicated that observations by outside observers were unnecessary. This was important for both practical and theoretical considerations, because

it indicated that our classroom teachers were relatively knowledgeable about self-concept theory in general and the self concepts of their students in particular.

The adjective checklists completed by both the teachers and the unbiased skilled observers indicated that the students in the pilot study made both significant (.05 level) and positive changes in their self-perceptions during the pilot study.

3. Projective Tests of Self-Concept--James Parker developed a projective test for a study completed in Pinellas County, Florida, and that test seemed applicable to our pilot study. The students were asked to tell the best story they could about each of the ten pictures in the test, and their responses were audio-tape recorded for analysis.

a. Evaluation Results

To evaluate the results of this study two small studies were conducted.

(1) Two Negro and two white examiners administered the test to twenty Negro children to investigate the influences of the race of the examiner. The race of the examiner was not significantly related to the number of words used by the student.

(2) The teachers in the project area identified ten children with poor self-concepts and ten with good self-concepts. These children responded to the projective test with these results:

	Mean No. Words	Mean No. Positive Words	Mean No. Negative Words
good self concept	56	7	2
poor self-concept	8	0	2

Subsequent studies verified these findings which led us to conclude that both the number of words and the number of positive words were positively correlated to levels of self-concepts.

The majority of responses by all the subjects indicated very little use of fantasy. However, children with very favorable self-concepts, as reported by their teachers, employed significantly more fantasy in responses to the projective tests. These tape recordings were very valuable in teacher training sessions as illustrations of language and fantasy characteristics of the students.

The differences between the pre- and post-tests indicated a significant increase in the number of words employed by the students. There was no significant change in the number of positive words in the responses. The projective test responses are also valuable as teacher training devices.

SUMMARY:

In summary, the measures of self-concept indicated significant and positive changes in the students' self-concepts. Comparisons of teacher observations and those of unbiased, skilled observers led to the conclusion that teacher

observations were adequate for research purposes. Also, the students' responses to the Parker Projective Test are helpful in measuring the number of words they employ in a verbal situation.

E. Measurement of Effective Changes in Academic Achievement and Social Development.

1. Academic achievement was subdivided into two major categories: (1) performance on standardized achievement tests, and (2) performance on the Stanford-Binet Intelligence Test.

a. The achievement test performance by the children in the pilot study did not differ significantly from that of children not on the project, when intelligence and sex were controlled.

b. Individual Intelligence test performances by the subjects in the pilot study were obtained before and after the project, by administration of the Stanford-Binet Test to children in the program and a control group not in it. Though neither group changed significantly, the project group did increase, while the control group did not. Moreover, some of the individuals in the project made significant positive change while none in the control group did so.

2. Social development was evaluated by two procedures: (1) the Bonney-Fessenden Sociograph and (2) anecdotal records by teachers.

a. Bonney-Fessenden Sociograph-- pre- and post-testing of the project group with this instrument indicated that during the

pilot study the number of social isolates decreased significantly.

b. Teachers' anecdotal records for children in the project group indicated that the number of boys with chronic discipline problems decreased from four to none. One student had been prepared for transfer to a school for the emotionally disturbed, and a special program prepared for him was sufficiently effective to permit him to remain in his regular classroom. He completed the year in his normal school routine.

SUMMARY:

The pilot study yielded positive results in the area of social development, and, while the changes were not significant in the area of academic achievement, they were in the positive direction.

F. In-Service Program for Teachers:

This in-service training program was directed primarily toward the teachers in the pilot study. However, administrative and supervisory personnel were invited to attend any phase of the training program and many actually did attend. The need for such an in-service program became apparent during the early phases of the pilot program when many of the problems related to the teacher's implementation of the procedures.

1. A significant problem centered around the selection of teachers to implement the program, and it was apparent from the general level of participation during the Spring program that "volunteers"

contributed more than "draftees." Therefore, the pilot project was expanded during September and October 1967 to include more volunteer teachers. The general tenor of the pilot project changed so significantly and positively at this point that exclusive use of volunteers became the policy for including teachers in the program from this time.

Some interesting data emerged from comparisons of "volunteers" and "draftees." First, the "volunteers" indicated less discrepancy between their Ideal Self and their Real Self as measured by Tyler's modification of Fielder"s Q-sort. Second, the "volunteers'" classroom procedures were significantly more indirect than the "draftees'" for categories measured by the Flanders Interaction Analysis. Third, the "volunteers" produced significantly more suggestions for the project than the "draftees", who in fact produced none. It is important to note that the differences in these first grade teachers' classroom procedures were apparent after only one month of school.

2. Generally, the in-service training program was designed for two purposes: (1) to sensitize the teachers to classroom procedures which seemed to facilitate positive changes in children's self perceptions and (2) to identify for the teachers the type of climate which would cause positive changes in their own self perceptions and increase their propensity for positive change.

The following training procedure was employed:

Step I -- The trainees were asked to list five of their most

important long-range objectives for their teaching. These objectives were discussed, but no attempt was made to evaluate them, nor to increase their precision. It was believed important that at the outset of this program there be no judgments about quality of work. The trainees' lists of objectives were filed away where they could be consulted at an appropriate time during the program.

Step II -- The trainees were acquainted with Flanders Interactional Analysis Procedure as described in the Handbook of Research on Teaching. Each category of classroom behavior was discussed separately and illustrated by the trainer until the trainees expressed an understanding of each of the categories.

Step III -- Using tape recordings, trainees were allowed to practice the Flanders Procedure by rating classroom procedure of several different teachers. The trainer employed the following procedure:

a. Instructed the trainees to listen to the tape recording for one minute while looking at a listing of Flanders' categories of classroom behavior. They were asked not to attempt to write down the numbers of the categories during this time. At the end of one minute the tape recorder was stopped and the trainees' questions were discussed before proceeding.

b. The trainees were told that during the next thirty seconds of listening to the tape recording they would listen for ten seconds. At the end of that time the trainer would say "start" and

every five seconds after that he would say "mark." When he said "mark", they were to write the number of the category of Flanders Procedure which was occurring at that time. This procedure was followed until 75% of the trainees' ratings agreed with the ratings of experienced judges for these same segments.

c. The trainees were instructed to rate three minutes of a tape recording of classroom procedure using the same method as described in 2, Step III, except the trainer said "mark" every three seconds. At the conclusion of the three-minute periods, the trainees were asked to tabulate the number and percent of responses in each category.

When the trainees attained a 75% level of agreement, the trainer stopped saying "mark", and let the trainees proceed on their own count.

Step IV -- The trainees were asked to (1) audio tape record an hour of their own classroom interaction and (2) to rate it by the Flanders system. The trainees rated four three-minute segments selected randomly throughout the tape recording rather than rating the entire hour.

Step V -- This session began with a discussion of comments or questions about the rating process. When the questions terminated, the trainer continued with the three-minute rating sessions described in Step III. During the sessions he listened for comments which suggested that one or more of the trainees were willing to share their

tape recordings with the group.

Step VI -- The group was requested to rate a tape supplied by one of the trainees, but before proceeding two points were emphasized. First, the trainee's constructive contribution to the group's professional growth, and second, the fact that the ratings from the scales did not evaluate the teaching process but rather described it in a potentially meaningful way. The trainer focused on the feelings of the trainee whose tape was being played and was supportive of the individual. This step is a very crucial one and represents a major step forward in the professional growth of a teacher. This procedure was followed until every trainee played a tape for the group.

Step VII -- The trainer introduced the Student Involvement Scale which describes five levels of student involvement in a classroom process. Each level was discussed until the trainees seemed to understand it.

Step VIII -- The trainer asked the trainees to watch five minutes of a film or video tape recording of students in a classroom while at the same time looking at a list of the five levels of student involvement. At the conclusion of the filmed segment the trainees were asked to discuss the general level of student involvement. This procedure was followed until there appeared to be general agreement among the trainees. Due to the large amount of sensory input supplied by films and video tapes, the trainees rated them

without sound until they achieved general agreement and then used both sound and video cues.

Step IX -- The trainer directed all of the trainees to observe a particular student for the five-minute period, and at the conclusion of the five-minute segment discussed that student's level of involvement. This procedure was repeated until there was general agreement among the trainees.

Similar procedures were employed for (1) the Carkhuff Scales for Empathy, Congruence and Positive Regard, and (2) Success Promotion Scale. The latter scale was developed specifically for this training procedure. These scales may be used with both audio and video tape recordings of normal classroom procedures, and were employed as the teachers deemed necessary.

The teachers became very reliable in their use of the Flanders Observation Procedure, and their ratings correlated .75 and above with the ratings of experienced raters. All of the teachers volunteered to share their tape recordings with the other teachers, and in a private session with the Assistant Superintendent of Detroit Schools, they reported that this sharing had been a positive experience. During this period the "volunteers" became more indirect according to the Flanders categories, while the "draftees" became slightly more direct.

3. The teachers became proficient with the training instruments, and they evidenced more confidence in their classroom processes.

All the measures of their classroom processes indicated that they were, in fact, employing the favorable attitudes more frequently.

The teachers were encouraged to incorporate two specific procedures in their classroom behavior. First, they were asked to stop at the end of each hour and look at each student and try to determine whether or not the student had experienced failure during the last hour. If he had, the teacher was encouraged to provide some specific success experience during the next hour, i. e., taking a note to the principal's office, etc. Second, teachers were asked to tell each student some favorable things about the classroom procedures, i. e., his cooperation in group activities.

It was difficult to evaluate these procedures; however, the results of subjective appraisal by teachers indicated that the processes have merit.

SUMMARY:

The in-service training program for teachers was designed to (1) sensitize teachers to classroom procedures likely to change the children's self-concept in a positive direction and (2) cause positive changes in teachers' own self-perceptions.

A nine-step training program helped teachers become proficient in use of the Flanders Observation Scales, the Carkhuff Scales, and the Success Promotion Scale. Teacher reliability reached and at times exceeded .75 correlation with experienced observers.

Teachers reported their experience with interaction analysis had been a positive one. "Volunteer" teachers became more indirect (categories 1-4), while "draftees" became more direct (categories 5-7). Subjectively, teachers evaluated the hourly attention to student success as having merit.

III. Community Involvement

A. Industry--several local industries provided tours for the project students (citrus plants, Martin Marietta, etc.)

B. Military--Kennedy Space Center provided lecturers and exhibits at the project schools and arranged for the students to tour the center. The Naval Training Devices Center consulted with project personnel on a continuing basis concerning programmed learning and other learning aids.

C. Academic--the following colleges and universities provided professional consultation and involved some of their students as teacher assistants:

1. Bethune Cookman College
2. Rollins College
3. Seminole Junior College
4. University of South Florida
5. University of Florida
6. Stetson University

D. Cultural--Central Florida Museum and the Lock Haven Art Center both provided tours for the project students.

E. News Media--Orlando Sentinel and the Corner Cupboard news-

papers published many articles about the project. The local television and radio stations broadcast interviews with the project personnel and visiting consultants.

IV. Dissemination of Information

A. Consultant services (visitation) were supplied by the project personnel to the following school systems:

1. New Orleans, Louisiana, Public Schools
2. Monticello, Arkansas, Public Schools
3. Dothan, Alabama, Public Schools
4. Detroit, Michigan, Public Schools
5. Baltimore, Maryland, Public Schools
6. Dade County, Florida, Public Schools
7. Montgomery County, Maryland, Public Schools
8. Little Rock, Arkansas, Public Schools
9. Daytona Beach, Florida, Public Schools
10. University of South Alabama, Montgomery, Alabama
11. Wayne County, Michigan Reading Association
12. University of Kentucky, Lexington, Kentucky

B. Printed Material was distributed in various forms to school systems requesting it. These requests came from twenty-one states.

C. Films and audio and Video Recordings of various project activities have been used by most of the systems which received consultant service. They have been employed also in several university courses and numerous workshops for in-service teacher training.

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INSTRUMENTS FOR ASSESSMENT AND EVALUATION

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The Bonney-Fessenden Sociograph

DEVISED BY MERL E. BONNEY AND SETH A. FESSENDEN

Grade 5th Date Feb. 23-33

Teacher Mrs. J. Lawson School Dallas, Texas

Question Used: What children would you choose to play with at our class party?

Purpose: To form groups for a party program

NO.	B Rejections	C Mutual Choices	B Choices Rec'd	A Choices Given	NAME	NO.
1		0	1	4	Adkins, Billy	1
2		1	2	5	Bell, Henry	2
3		0	0	5	Bonham, Pat	3
4		2	2	5	Borden, Louis	4
5		4	12	5	Bryant, Dale	5
6		3	4	5	Clifton, Joe	6
7		1	3	4	Cox, Beverly	7
8		1	1	4	Edwards, George	8
9		0	1	5	Evans, William	9
10		1	5	5	Gillespie, Paul	10
11		3	4	5	Harris, Lewis	11
12		0	3	5	Herring, Carol	12
13		2	9	5	Howald, Donald	13
14		3	11	5	Hubbard, Judith	14
15		5	8	5	Jennings, Mike	15
16		1	2	4	Lacey, Helen	16
17		3	14	4	Lassing, June	17
18		2	4	5	Lewis, Dixie	18
19		4	6	5	Masters, Karen	19
20		0	0	5	Matkin, Edwin	20
21		3	6	3	Milburn, Denny	21
22		4	12	5	Morris, John	22
23		2	6	5	Norman, Virginia	23
24		0	2	5	Ogden, Claudine	24
25		0	3	5	Pachal, Robert	25
26		3	5	5	Parks, Iola	26
27		1	2	3	Rhoades, Stella	27
28		2	8	4	Richburg, Ann	28
29		1	3	5	Schindler, Anton	29
30		0	0	5	Shannon, Betty	30
31		1	7	5	Smith, Mary	31
32		1	2	3	Taylor, Margie	32
33						33
34						34
35						35
36						36
37						37
38						38
39						39
40						40
Total		54	148	148		
Average		1.7	4.6	4.6		

INSTRUCTIONS

SAMPLE

A. Recording Choices Given: Choices given are recorded in the left half of each square on the line a student's name is on and in the right side of the squares in his vertical column. The appropriate half of each square in student No. 3's line and column is shaded to show where his choices are recorded.

B. Reading Choices Received: Choices received are read in the right half of each square in the line the student's name is on and in the left half of the squares in his vertical column. These are the unshaded sides in No. 3's line and column. Note: A ✓, an X, a number, or any suitable symbol may be used for choices given. A different symbol should be used if rejections are recorded.

INTERPRETATION

Class Characteristics: Three pupils (3, 29, 30) are isolates, and three others (1, 8, 9) are "fringers" since they received only one choice each. Four pupils (5, 14, 17, 22) are outstanding in number of choices received. These may be called "stars".

Individual Characteristics: Eight pupils (3, 9, 12, 20, 24, 25, 30) have no mutual choices. All of No 15's five choices were reciprocated. By contrast, No 31 received 7 choices, but she chose only one of these pupils - making her only one mutual.

Groupings:
Gr. I - 1-19-21-22-31
Gr. II - 2-3-6-10-17-24
Gr. III - 4-11-13-14-18
Gr. IV - 8-9-20-25-26
Gr. V - 5-7-12-16-23-32
Gr. VI - 15-27-28-29-30

Other Conclusions: These pupils chose each other quite generously within the limits suggested, since the average was 4.6. There are no exclusive cliques, but fairly coherent cliques are evident in numbers 13, 14, 15, 16, 17, 26, and in numbers 19, 21, 22, 23. Efforts should be made to build up more mutuals

FIG. 8. Sample Sociograph

ITEM 2

FLANDERS' GRID

CATEGORIES FOR INTERACTION ANALYSIS

MINNESOTA, 1959

Teacher Talk	Direct Influence	1. Accepts Feeling: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included. 2. Praises or Encourages: praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying, "um hm?" or "go on" are included. 3. Accepts or Uses Ideas of Student: Clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own ideas into play, shift to Category 5. 4. Asks Questions: Asking a question about content or procedure with the intent that a student answer.
	Direct Influence	5. Lecturing: giving facts or opinions about content or procedure; expressing his own ideas, asking rhetorical questions. 6. Giving Directions: directions, commands, or orders to which a student is expected to comply. 7. Criticizing or Justifying Authority: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
	Student Talk	8. Student Talk--Response: talk by students in response to teacher. Teacher initiates the contact or solicits student statement. 9. Student Talk--Initiation: talk by students which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
		10. Silence or Confusion: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

FLANDERS GRID

NAME_____ DATE_____

	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

TITLE III - SELF CONCEPT

OBSERVED BEHAVIOR

Date:

Child Observed:

Situation:

Describe Behavior:

Why is this significant change:

From What:

Signature of Observer_____

hr 5/14/67

SELF-CONCEPT OF MY CHILD

CHANGE OF ATTITUDE

For Parents Use Cnly

1. Is my child's attitude changing: (CIRCLE ONE NUMBER)

1	2	3	4	5
much better	better	same	worse	much worse

2. List anything you have noticed which would show a change in attitude.

1. _____

2. _____

3. _____

4. _____

5. _____

3. What have I as the parent learned about how self-concept affects my child?

djr

Parker - Adjective Check List

DATE _____ STUDENT'S NAME _____

SITUATION _____ TEACHER'S NAME _____

INSTRUCTIONS:

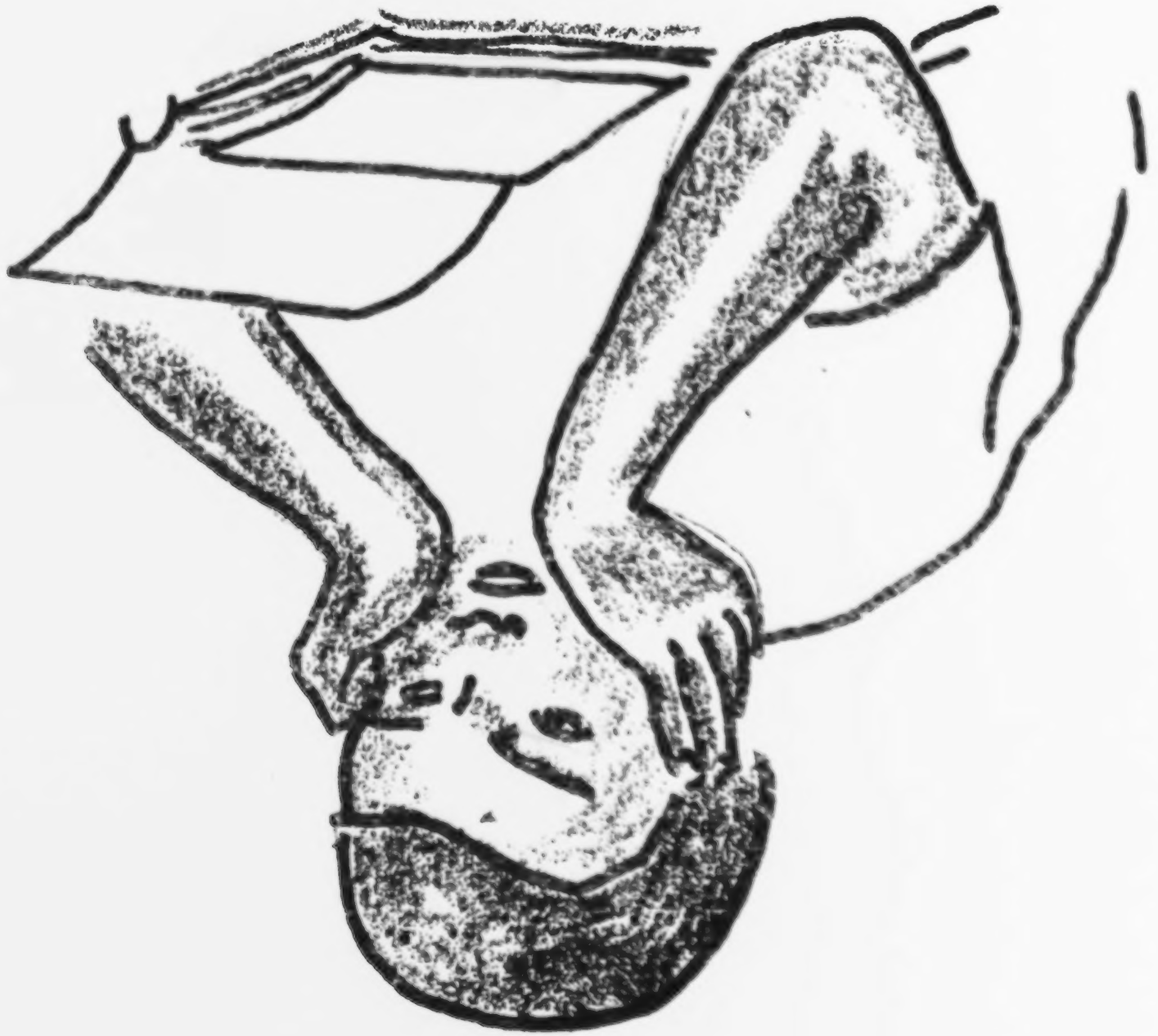
This is a test to see how a person describes himself. Read each sentence carefully. Rate each sentence according to the way it best fits you as a person. There are five ways you can rate the sentence. Each of the five ways is described by a number. Circle the number that best describes how the sentence fits you. Be sure to complete the ratings for each sentence.

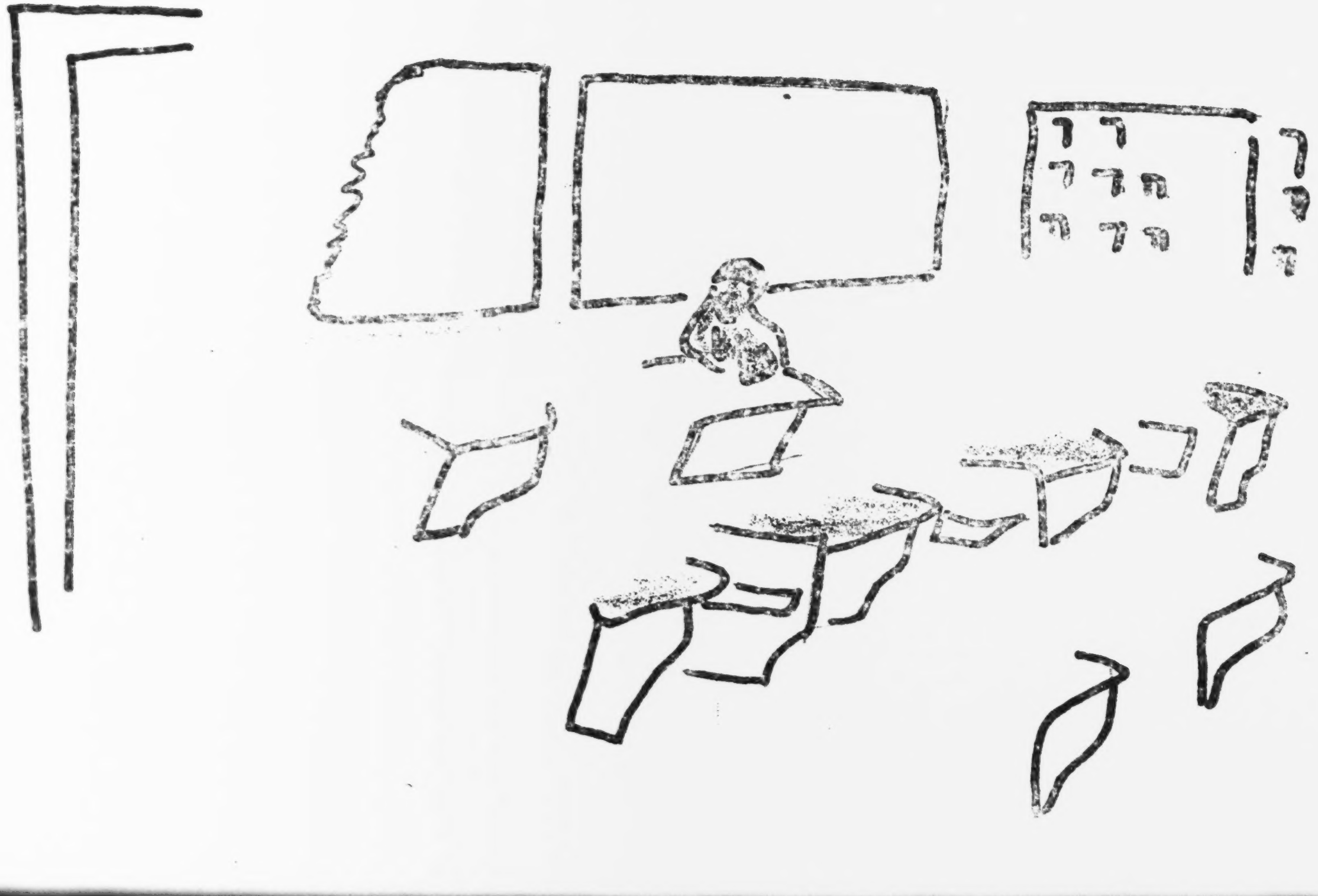
1.	I'm good in school work.	1	2	3	4	5	I'm not good in school work.
2.	Mostly I have good ideas.	1	2	3	4	5	My ideas are poor.
3.	I'm a worthwhile person.	1	2	3	4	5	I'm not a worthwhile person.
4.	I'm pretty strong.	1	2	3	4	5	I'm not too strong.
5.	Most people trust me.	1	2	3	4	5	Most people don't trust me.
6.	Teachers like me pretty well.	1	2	3	4	5	Teachers don't like me too much.
7.	I can do most things well	1	2	3	4	5	I do very few things well.
8.	I'm a happy person.	1	2	3	4	5	I'm an unhappy person.
9.	I'm healthy.	1	2	3	4	5	I'm not too healthy.
10.	I'm popular.	1	2	3	4	5	I'm not too popular.
11.	I'm a good reader.	1	2	3	4	5	I'm not a good reader.
12.	I'm a hard worker.	1	2	3	4	5	I'm not a good worker.
13.	I'm very shy.	1	2	3	4	5	I'm not shy.
14.	I don't get tired quickly.	1	2	3	4	5	I get tired quickly.
15.	Other people find me interesting.	1	2	3	4	5	I'm not too interesting to others.
16.	I work well with others in school.	1	2	3	4	5	I don't work well with others in school.
17.	I'm pretty brave.	1	2	3	4	5	I'm not brave.

18.	I'm pretty smart.	1	2	3	4	5	I'm not very smart.
19.	I'm tall enough.	1	2	3	4	5	I'm not tall enough.
20.	Most people are fair with me.	1	2	3	4	5	Most people are unfair with me.
21.	I do well in class discussion.	1	2	3	4	5	I don't do well in class discussion.
22.	I handle most of my problems well.	1	2	3	4	5	I can't handle my problems very well.
23.	I'm a helpful person.	1	2	3	4	5	I'm not too helpful.
24.	I'm good looking.	1	2	3	4	5	I'm not too good looking.
25.	Most people are easy for me to get along with.	1	2	3	4	5	Most people are hard for me to get along with.
26.	I'm Mostly happy in class.	1	2	3	4	5	I'm mostly unhappy in class.
27.	I can usually finish what I start.	1	2	3	4	5	I never finish most things.
28.	I'm proud of me.	1	2	3	4	5	I'm not too proud of me.
29.	I handle my body well in sports and games.	1	2	3	4	5	I don't handle my body well in sports and games.
30.	I'm often sorry for others.	1	2	3	4	5	I'm not often sorry for others.

ITEM # 6

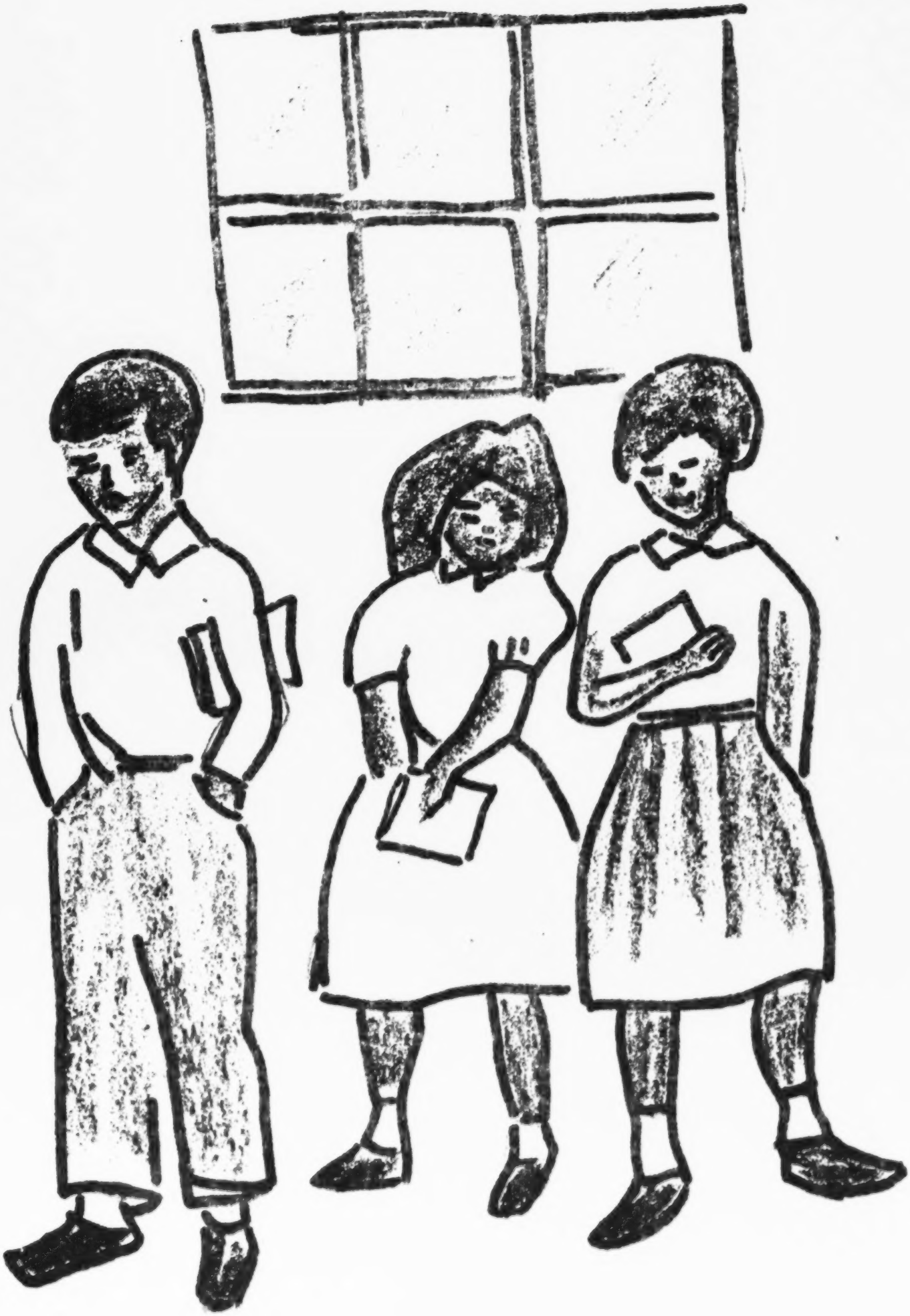
PARKER PROJECTIVE INSTRUMENTS



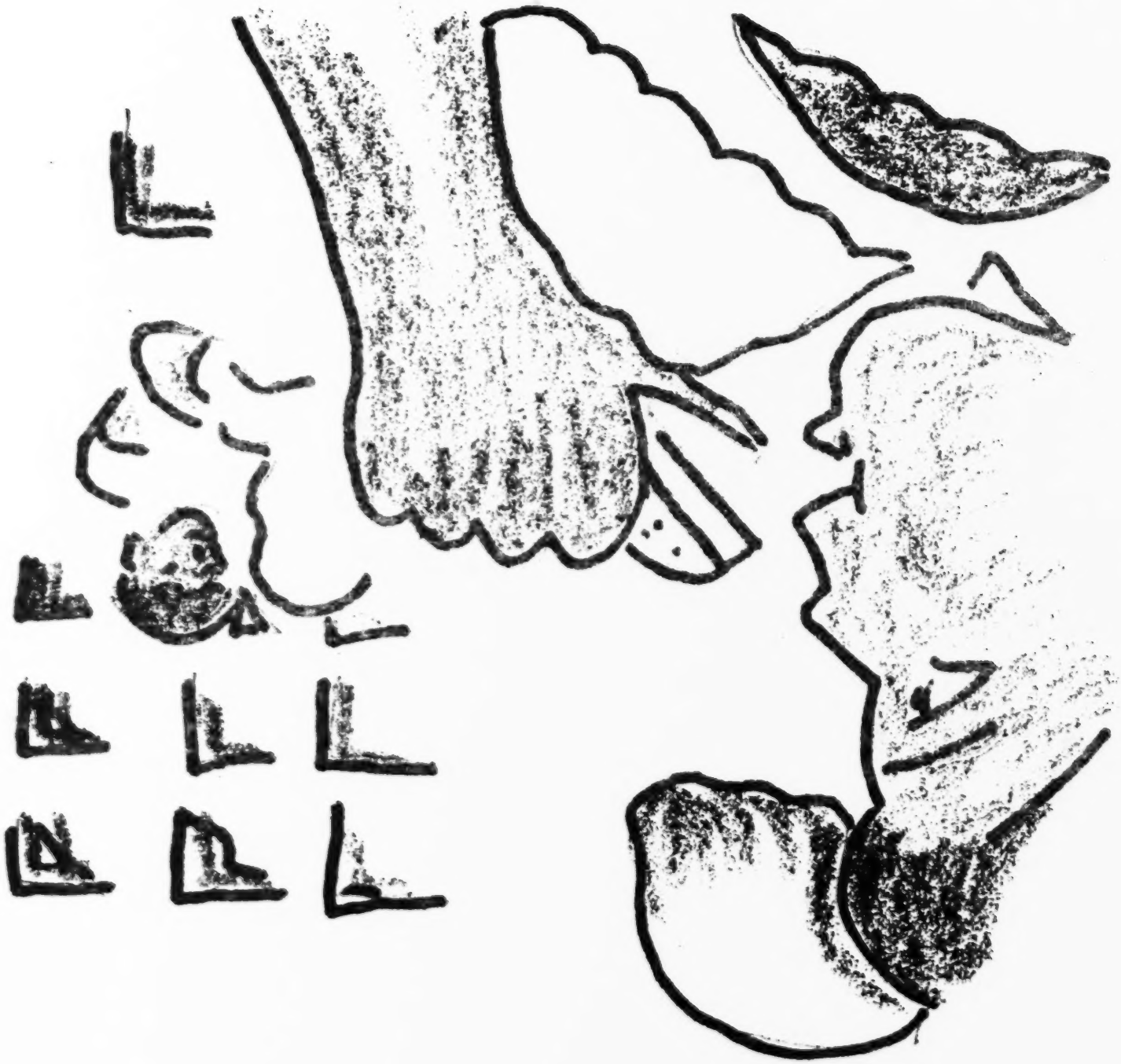


Group
Discussion

SLOW
SCHOOL



6 x 8
7 x 5
4 x 3



OCIF-OC1

March 14, 1967

TO: Self-Concept Project Schools

FROM: Russell R. Below, Assistant Superintendent-Instruction
Royce B. Walden, Coordinator of Instruction

SUBJECT: SELF-CONCEPT SURVEY

Purpose: To obtain your thinking concerning the self-concept of an individual.

Participation: You are asked to participate in the following manner:

1. State briefly what you think is the meaning of self-concepts.

2. List 10 statements which tend to indicate a "good or positive" self-concept.

3. List 10 statements which tend to indicate a "bad or negative" self-concept.

Examples:

1. What is self-concept?

   The way I feel about myself.

2. What is a "good or positive" self-concept?

   The ability to accept controversial ideas from others.

3. What is a "bad or negative" self-concept?

   I feel very inferior and insecure in the presence of others.

NOTE: Please send your statements to the County Office, Attention, Mrs. Katie Vereen, not later than March 31, 1967.

gap

School _____

SELF-CONCEPT SURVEY

I. WHAT IS SELF-CONCEPT?

II. WHAT IS A "GOOD OR POSITIVE" SELF-CONCEPT?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

III. WHAT IS A "BAD OR NEGATIVE" SELF-CONCEPT?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

gap